

1. IT SKILLS – Minimum standards for teachers

	Descriptors
Hardware	<ul style="list-style-type: none"> • Recognises basic system components and connections (monitor, keyboard, CPU, printer)
	<ul style="list-style-type: none"> • Operates printer / photocopier as printer (where relevant)
	<ul style="list-style-type: none"> • Recognises input devices (keyboard, mouse)
	<ul style="list-style-type: none"> • Starts up and shuts down system or software
Software	<ul style="list-style-type: none"> • Understands basic operating system functions <ul style="list-style-type: none"> ○ Files and directories or folders ○ Menus and desktops ○ Deleting, copying and moving files
	<ul style="list-style-type: none"> • Performs basic word – processing operations <ul style="list-style-type: none"> ○ Create new documents ○ Open and close files ○ Save and edit ○ Cut and paste ○ Basic formatting and printing of a document
	<ul style="list-style-type: none"> • Is aware of categories of software: publishing, word processing, spreadsheet, database, multimedia, communications
Telecommunications	<ul style="list-style-type: none"> • Uses basic functions of a WWW browser to search and locate information (e.g. activate link, move forward and back, print page, etc.)
	<ul style="list-style-type: none"> • Sends and receives email messages (through MyMail or Cathednet)
	<ul style="list-style-type: none"> • Uses and access information on MyInternet page

2. CURRICULUM APPLICATION INCLUDING CLASSROOM PLANNING AND MANAGEMENT – Minimum standards for teachers

Selecting worthwhile activities	<ul style="list-style-type: none"> • Explores a range of software types and their possible applications: <ul style="list-style-type: none"> ○ Content free (generic) ○ Curriculum software ○ Electronic information systems (CD-ROM and Internet)
	<ul style="list-style-type: none"> • Identifies software appropriate for a variety of student needs within his / her class
	<ul style="list-style-type: none"> • Uses prepared evaluations of software packages and matches software with curriculum goals
Organising worthwhile activities	<ul style="list-style-type: none"> • Organises student access to CD-ROMs and Internet-based resources for research projects
	<ul style="list-style-type: none"> • Delivers and assesses student learning activities using at least one curriculum software package and one generic software package
	<ul style="list-style-type: none"> • Designs computer-based learning tasks which have explicit links to curriculum goals and learning outcomes
	<ul style="list-style-type: none"> • Integrate IT into other learning areas of the curriculum where relevant and include in programming for class
Classroom management	<ul style="list-style-type: none"> • Recognises the various models of computer access appropriate for student activities (e.g. whole class, small group, individual)
	<ul style="list-style-type: none"> • Adjusts students' access to computers in response to the nature of the learning activity
	<ul style="list-style-type: none"> • Implements procedures that: <ul style="list-style-type: none"> ○ Provide students with flexible (vary duration) access; ○ Provide students with regular access; and ○ Meet the need/s of curriculum activities
	<ul style="list-style-type: none"> • Organises student use of computers as part of the planned learning activities given available resource base: e.g. <ul style="list-style-type: none"> ○ Learning centres ○ Rosters

Review and evaluation	<ul style="list-style-type: none">• Reflects on the planned learning activities which incorporate the use of computers
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3. SCHOOL PLANNING – Minimum standards for teachers

	<ul style="list-style-type: none">• Is aware of the school's Learning Technologies Plan
	<ul style="list-style-type: none">• Is aware of learning technology professional development programs for staff
	<ul style="list-style-type: none">• Is aware of the school's minimum standards for students document and works towards these standards in their classroom

4. STUDENT-CENTRED LEARNING – Minimum standards for teachers

	Descriptors
Understands the learner	<ul style="list-style-type: none"> • Identifies students' prior experiences with and attitudes to computers
	<ul style="list-style-type: none"> • Adapts computer-based activities for students with special abilities, needs and interests
	<ul style="list-style-type: none"> • Accommodates the learner as an individual and independent learner as well as a member of a group
	<ul style="list-style-type: none"> • Provides a variety of computer-based learning activities to cater for diversity of learning styles
Understand the learning process	<ul style="list-style-type: none"> • Is aware of how computers can support all elements of the learning process: perception, processing and (re) presentation
	<ul style="list-style-type: none"> • Provides a clear focus and purpose for computer-based activities
	<ul style="list-style-type: none"> • Balances guided and self-directed activities
Supportive and challenging environment	<ul style="list-style-type: none"> • Creates a warm supportive atmosphere which fosters risk taking
	<ul style="list-style-type: none"> • Uses the technology to extend the learning environment beyond the walls of the classroom
Worthwhile partnerships	<ul style="list-style-type: none"> • Facilitates peer tutoring and cooperative learning processes
	<ul style="list-style-type: none"> • Utilises ATA's, shared IT teacher and other school staff
	<ul style="list-style-type: none"> • Identifies and liaises with shared IT teacher